

College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

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https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- **2016-2017 Yearly Assessment Reports** for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
 - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
 - Graduate programs must include one curricular map showing how courses map onto PLOs.
 - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information

Name of Program *

Chinese Studies

Type of Program *

Minor ▼

College of Arts and Sciences Division *

Arts ▼

Name/Title/E-mail Address of Submitter *

Zhiqiang Li, Coordinator, zqli@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

Wei Yang, wyang16@usfca.edu

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

Yes

No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement 

Please type and/or copy-and-paste directly into the space below:

*

The mission of the Chinese Studies Program is closely aligned with the USF Mission in the three ways. First, the Program offers the “knowledge and skills needed to succeed as persons and professionals” and “values and sensitivity” for effective social and professional interactions, especially in a time when China has become an increasingly important global player. Second, the Program promotes “high quality scholarship” and upholds “academic rigor.” Lastly, the courses and public programs offered by the Program “draw from the cultural, intellectual, and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen” its educational learning.

Program Learning Outcomes (PLOs)



Please type and/or copy-and-paste directly into the space below:

*

Students who complete a Minor in Chinese Studies are expected to have attained an intermediate level of proficiency in Mandarin Chinese based on ACTFL standards, to have cultivated a sensitivity for and awareness of the people in the Chinese speaking world, and to have developed the ability to evaluate and think critically about the complex cultural tradition of Greater China, both ancient and modern. More specifically, students are expected to:

1. have attained an intermediate level of proficiency in Mandarin Chinese
 2. have gained a critical understanding of contemporary socio-cultural practices prevalent in the Chinese-speaking world, as well as their relationship to the development of historical traditions of Greater China.
 3. be able to analyze and discuss key aspects of major works of literature, cinema, or other visual and performing arts in the socio-historical contexts of their production, both in English and to a limited extent in Chinese, as well.
-

Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *

Please upload your PLOs to ILOs Curriculum map here *

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Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

2. have gained a critical understanding of contemporary socio-cultural practices prevalent in the Chinese-speaking world, as well as their relationship to the development of historical traditions of Greater China.

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations

Other:


Brief description of student work products used to assess PLOs: *

Several methods were employed to assess PLOs: term papers, mid-term and final exams, pre-class assessment quizzes, class discussions, weekly homework assignments and class presentations.

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

test scores for quizzes, exams, homework assignments and class presentations; rubric for term papers and class discussions..

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

 CHST_Assessment...

Who evaluated the student work product? Check all that apply. *

FT faculty members who were not instructor(s) of the course(s)

FT faculty members who were instructor(s) of the course(s)

PT faculty members who were not instructor(s) of the course(s)

PT faculty members who were instructor(s) of the course(s)

Other:

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

In this first try, the instructors who taught the courses assessed the student work.

What indirect methods did you employ, if any?

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other:

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

N/A

Attach survey/script/interview here as needed

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Results 

What were the direct data results? *

Chinese minors can take CHIN 350 traditional Chinese culture to fulfill the cultural studies requirement, which directly relates to the CHST PLO #2 . The assessment method used particularly is the term paper for this class, which is designed to fulfill the follow course learning outcomes:

- Demonstrate orally or in writing, the social, political and economic context surrounding significant works of art.
- Articulate and defend their judgments through a studied, engaged, and informed process of reflection as well as action
- Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity.
- Demonstrate an understanding of the effects of global interdependence, for example, the role of migration and immigration, economic, political, and cultural globalization, on contemporary society.

The data from five Chinese minors were collected and analyzed. There were six minors, but one didn't turn in the term paper when the data was collected. The rubric for term paper was used for grading. The average score of these five minors was 92.6 out of 100, higher than the class average of 85. So it seems like the minors are able to fulfill the CHST PLO #2. Other evidence also corroborates this conclusion, for example, homework assignments, pre-class quizzes, mid-term and final exams.

What were the indirect data results? (If applicable)

N/A

How do you interpret these results? What do they mean? *

The results show that the content of this class is effective in meeting the program learning outcomes. I have been teaching this class since 2010 and have made some adjustment to the topics and I feel pleased with its current structure.

Closing the Loop



"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

--9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery
- Other:

Description of the Proposed Changes (as checked above): *

The rubric can be further improved by allowing graders to include comments for each particular item. New rubric can be developed for homework assignments which are mainly short open response questions. Finding the best pedagogical practice to teach this class has received constant attention as the the two popular content courses, CHIN 350 Traditional Chinese Culture and CHIN 355 Chinese Literature in Translation both have high percentage of international students enrolled. They are not minors, but they take the same class as our minors since these classes are also Core courses in different areas.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

Next year we will assess minors language proficiency and adopt a different methodology.

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